

CHICAGO STATE UNIVERSITY

I. Course: Research Statistics & Program Evaluation 5800 3 Credit Hours [Spring Semester 2010]

II. Professor: Dr. A. DeCarlo • Telephone: Ext. 2118 • e-mail: (adecarlo@csu.edu)

Prerequisites: Psychology 231 or 357, or equivalent basic statistics course.

Office Hours: by Appointment

III. Attendance Policy:

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session, and group supervision is a requirement of the counseling program. Points may be deducted from your final grade if you are absent, tardy or leave class early therefore it is important that you inform the instructor if you must miss class. University policy will be followed for attendance problems. Please note that it is the student's responsibility to drop this course if necessary.

SCHEDULE OF ABSENTEEISM PENALTIES	
A. Three (3) absences	A. Full letter grade drop
B. Three late beyond 20 minutes	B. half letter grade drop
C. Excess of A & B	C. Candidacy Consultation

IV. ADA Policy:

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisite:

PSYC 2080/215 or 4190/357 or equivalent basic statistics course. Admission to the master's degree program.

VI. Conceptual Framework:

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

Study of research methods, both qualitative and quantitative, computer programs for data management and testing, application of program evaluation principles, legal and ethical considerations in research and programs.

VIII. Method of Instruction:

The method of instruction includes "socratic" teaching, which involves teaching by questioning more so than by telling as well as group discussion, lecture, analysis of readings, construction in a research proposal and class presentations. Therefore the teaching technique is highly interactional between the student and the professor as well as among the classmates. Moreover, a deep emphasis is placed on the use of a culturally sensitive pedagogy relative to all subject matter. Electronic technology including internet, powerpoint, web-based assignments are used frequently. Each student is expected to come prepared to lead the discussion each class session. Individual consultation with each graduate student is ongoing a throughout the semester.

This course will emphasize the importance and limitations of theory and methodology in social science research as well as the purposes of applied research, program evaluation, and research ethics. You will gain exposure to the question of epistemology by becoming acquainted with "how we know what we know." In other words, how do social scientists conduct research? What methods do they use? How can you learn to discern good science from poor or irrelevant science? A central purpose of this course is for students to demonstrate knowledge about the fundamentals of research design, data collection, analysis, validity, specifically as they pertain to Counseling and Psychology. There are many research methods that are encompassed by the scientific paradigm. What method you use to go about answering a research question depends on the question you're asking. Some are more appropriate to qualitative approaches or to the use of secondary literature. Others require that you be able to manipulate quantitative measures of social phenomena. This course is designed to expose you to both methods of inquiry. In addition, students are expected to demonstrate the ability to use the scientific method to think about counseling. It is expected that this material will not only enhance the quality of the research you conduct personally, but will also help you become educated consumers of others' research.

Use of Technology:

You will be required to use a computer on a regular a basis. You will need to access, the internet, email, blackboard, moodle, and electronic research databases from the library and other sources. You are responsible for ensuring that your computer software and hardware meets the minimum standards to carry out the aforementioned tasks.

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. *Students will demonstrate knowledge in assessment, research, and evaluation.*
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. Course Objectives and Assessments/Student Outcome Measures

Course Objectives	*Standards CACREP = Council for Accreditation of Counseling CMH = Clinical Mental Health Counseling SC = School Counseling	Assessments/ Outcome Measures
Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes, and types of distributions, and correlations.	CACREP = 7c	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Improve understanding of statistical	CACREP = 7d, 7e	Essay exams, oral exams and prepare a

reliability (theory of measurement error, models of reliability, and the use of reliability information), validity (types of validity) and the relationship between reliability and validity		quantitative or qualitative research paper
Recognize the importance of research in advancing the counseling profession	CACREP = 8a	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Refine your skills of evaluating research on the basis of its construct validity, internal validity, external validity, and conformity to ACA's, AMHCA's, NBCC's, and ASCA's ethical principles.	CACREP = 8 CMH = I1 SC = I1	Essay exams, oral exams and prepare a research quantitative or qualitative paper
Refine your knowledge of research methodologies (qualitative, quantitative, single-case designs, action research, outcome-based research), statistical techniques, and research paradigms used in counseling.	CACREP = 8b, 8c	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Develop greater flexibility to generate research questions using different research designs (i.e., experimental between and within group designs, and qualitative designs).	CACREP = 8b	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Analyze the interrelationship of theory, practice, and research for the counseling discipline, including the use of research to inform evidence-based practice.	CACREP = 8a, 8e	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Refine ability to understand and apply principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications	CACREP = 8d CMH = I2, I3 SC = I2, I3	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Prepare a research proposal that conforms to APA style and format based on synthesis of knowledge of the research process as appropriate for a counseling & psychology.	CACREP = 8a, 8b, 8c, 8d, 8e, 8f CMH = J1, J2, J3	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Obtain certified credentials indicating that you have successfully completed the web based course on the rights and welfare of human participants in research offered by NIH	CACREP = 8f	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Assist you in your ability to differentiate among research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research	CACREP = 8b	Essay exams, oral exams and prepare a quantitative or qualitative research paper
Refine your understanding in conducting legal, ethical, and responsible research, analysis, assessment, and evaluation including the use of culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies	CACREP = 8f	Essay exams, oral exams and prepare a quantitative or qualitative research paper

Refine your ability to identify the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body that present themselves in research and evaluation	CACREP = 8f	Essay exams, oral exams and prepare a quantitative or qualitative research paper
To know and understand the historical perspectives concerning the nature and meaning of assessment and evaluation	CACREP = 8a	Essay exams, oral exams and prepare a research paper

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards <<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

XI. Grading Policy

XII.

Grading Scale and Evaluation Criteria

Letter Grade	Percent	Letter Grade	Percent	Letter Grade	Percent	Letter Grade	Percent
A+	98-100%	B+	87-89%	C+	77-79%	D+	67-69%
A	93-97%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%

Research Proposal = 50% of final grade

Average of Take-Home Essay Tests = 50% of Final Grade

Course Requirements

Research Proposal: This proposal will be worth fifty percent of your grade. It is, however, broken down into multiple steps, each of which constitutes a smaller percentage of your grade . You have eight written assignments, which are due on specific dates (TBA). (You may not turn in any portion of your work late without significant penalty. We will, of course, discuss in detail how you will carry out this research proposal.

Take home essay test: The total of these essay test will be worth fifty percent of your grade. You will be given a series of short test covering the material in the lecture and the text. These tests may be given randomly throughout the semester. **You are responsible for getting a copy of the test if you are not in class the day the test is given.**

STUDENTS PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Consultation: you will be required to participate in individual consultation several times throughout the semester to assist you in maintaining an outstanding performance status in this course.

Assessment Measures

Essay exams, oral exams and prepare a research paper.

XII. Required Texts:

Required text(s) and/or reading(s).

Required: Educational Research: An Introduction. Gall, M., Gall, J., Borg, W. (8th Edition) / Meredith D. Gall (ISBN 0205488498) : Allyn & Bacon. Information in lectures will also be taken from the sources below.

XIII. Required reading: Selected readings from articles made available by the instructor

Supplemental

- *APA Publican Manual of the American Psychological Association (5th ed.)*
- *Cronk, B. (2004). How to use SPSS (3rd ed. or later) Los Angeles, California: Pyrczak ISBN: 1-884-58555-8.*

- Jackson, S. (2009). *Research methods and statistics, (3rd ed.) Belmont, California: Wadsworth. ISBN: 0-495-51001-7.*
- Pyrczak, F. & Bruce, R.R. (2007). *Writing empirical research reports (6th ed.) Los Angeles, California: Pyrczak. ISBN: 1-884585-75-2.*

XIV. Course Calendar

Course Outline

DATE	TOPIC	READING
Weeks 1-3	Introduction Planning A Research Study Individual consultation on possible proposal topics Submit rough draft of literature review Submit complete literature review	Chapters 1-4 handouts
Week 4-7	research methods Individual consultation on sampling/methods topics Submit proposals including Lit. Review, sampling, procedure Submit proposal including entire methods section	Chapters 5-9 handouts
Week 8-11	Quantitative Research Designs Program evaluation Individual consultation on proposal progress	Chapters 10-13 handouts
Week 12-15	Qualitative Research Program evaluation Submit entire proposal for review 4-09-09 Individual consultation on proposal progress 4-16-09	Chapters 14-17 handouts

Critique of Quantitative Research Article

1. What are the underlying assumptions concerning this research concerning the nature of science and how we know what we know?

- ✓ What is (are) the research question(s)?
- ✓ What is the research design?
- ✓ How are the variables operationalized or measured?
- ✓ Are the responses to the measures reliable and valid?
- ✓ Is the sample representative of the population of interest?
- ✓ Is there sufficient power to obtain significant results?
- ✓ What are the statistical analyses? Does it match the research question?
- ✓ What are the results?
- ✓ Is the discussion of the results in line with the results?

Critique of Qualitative Research Article

- ✓ What type of qualitative study is it ? (ethnography, case study, etc)
- ✓ What are the underlying assumptions concerning this research concerning the nature of science and how we know what we know?
- ✓ What is the purpose of the study specifically?

- ✓ What sources of data over what period of time were used to “hear the participant’s voices”?
- ✓ How do you evaluate the quality of the study?

What did we learn from the study?

ETHICS STATEMENT

Students are expected to follow the Academic Honesty Policy established by the University. Academic honesty is crucial. Violations for plagiarism and/or dishonesty can result in penalties ranging from receiving a failing grade on the assignment to expulsion. Students are encouraged and expected, with assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty. Students are expected to follow the Academic Honesty Policy established by the University. Academic honesty is crucial. Violations for plagiarism and/or dishonesty can result in penalties ranging from receiving a failing grade on the assignment to expulsion. It is recommended that students ask the advice of instructors as to the proper procedures to avoid such violations.

The Following acts are examples of plagiarism:

1. Submitting an assignment that someone else has prepared and claiming the work as your own.
2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without documenting the sources (s) for each portion of the assignment not written by you.

Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (Changing around a few words in a sentence for the source is not sufficient to avoid plagiarism.)

Civility in Academic Settings

Civil behavior enhances the academic setting, and is expected at all times. Respect for other and courtesy creates a pleasant learning environment.

The Disclaimer

This syllabus is not necessarily a contract between you (the student) and Chicago State University. Hence the professor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional technique without notice or obligation.

XV. Bibliography:

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- Poussaint, A. & Alexander, A. (2000). *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis among African-Americans*. Boston: Beacon Press.
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